

Continuous Improvement Monitoring Process Progress Reporting Requirements

DISTRICT/AGENCY Sioux Falls School District

Improvement plan approved on October 28, 2002

Progress report due on (6 month date) April 28, 2003

Progress report due on (12 month date) October 28, 2003

Principle 1: General Supervision

Desired Outcome:

Documentation of Referrals

All referrals for special education will be documented in a systematic and consistent manner.

Data that the district/agency is collecting to show measurable goal:

1. 25 of 25 referrals will be documented on the initial referral log by 12/1/02
2. 25 of 25 initial evaluation packets will include referral information
3. 100% of referrals not resulting in evaluation will be documented on the Referral and Notice form. (Because of infrequent use, it is not certain that there will be any cases in a year.)

Narrative report on data:

1. All referrals are documented on the Referral Log and are submitted quarterly.
2. 25 of 25 initial evaluation packets including referral information are on file.
3. To date, no referrals are documented as declined.

MET

Principle 3: Appropriate Evaluation

Desired Outcome:

All students will receive an appropriate education in accordance with a specifically designed IEP that is based upon each student's individual strengths and needs, as identified in the evaluation process.

1. Eligibility at Reevaluation

Data that the district/agency is collecting to show measurable goal:

1. All evaluations or reevaluations brought forward will be recorded on the Notice for Reevaluation including consent for reevaluation and consent for evaluation forms 1, 2, and 3 as documented by the IEP specialist on 25 of 25 reevaluations
2. Team report confirming eligibility will be conducted for every student every three years as documented by the IEP specialist on 25 of 25 team reports.

Narrative report on data:

1. 25 Notices of Reevaluation are on file. Most of them show that all evaluations will be completed. Any evaluations brought forward are recorded.
2. 25 of 25 are on file.

MET

2. Behavior Intervention

Data that the district/agency is collecting to show measurable goal:

IEP specialist will confirm that behavior is appropriately addressed on 10 of 10 IEPs.

Narrative report on data:

10 of 10 IEP's are on file.

MET

3. Review Incoming IEP's

Data that the district/agency is collecting to show measurable goal:

The IEP specialist will confirm on disability code assignments for transfer students on 10 of 10 IEPs.

Narrative report on data:
10 of 10 are on file.

MET

4. Functional Assessment

Data that the district/agency is collecting to show measurable goal:

1. All evaluations will include functional assessment information as documented by the IEP specialist on 25 of 25 IEPs.
2. Functional assessment information will be used to determine present levels of performance, long-term goals and benchmarks as documented by the IEP specialist on 25 of 25 IEPs.

Narrative report on data:

1. 25 of 25 are on file.
2. 25 of 25 are on file.

MET

5. Qualifications of Evaluators

Data that the district/agency is collecting to show measurable goal:

Master's degree will be documented for administration of the Vineland on 10 of 10 administrations, as documented by the IEP specialist.

Narrative report on data:

10 of 10 are on file.

MET

5. Transition Evaluation: See Transition

TRANSITION

Principle 3: Appropriate Evaluation

Principle 4: Procedural Safeguards

Desired Outcome:

Students of transition age will receive transition services that are designed to prepare them for success in post-school activities

Principle 3: Appropriate Evaluation

1. Transition evaluation

Desired Outcome:

As students move from a school setting to post-school activities, transition needs must be addressed. Students will participate in transition evaluation to determine these needs, preferences and interests. The findings on the evaluation will be incorporated into the IEP to meet the needs of individual students.

2. Transition course of study

Desired Outcome:

At any IEP meeting following the student's 13th birthday a statement of transition service needs that focuses on the student's course of study must be included.

Data that the district/agency is collecting to show measurable goal:

IEPs of students age 14 or older will include the student's course of study.

3. Life Planning Outcomes

Desired Outcome:

Beginning at age 13 students will participate in a discussion regarding Life-Planning Outcomes. The information will be documented on IEP-1B, the transition page of the IEP.

Data that the district/agency is collecting to show measurable goal:

1. Training handbook will be developed and implemented.
2. Evaluations for all students, age 13 or older will include transition evaluation, as verified by the IEP specialist on 5 of 5 IEPs.
3. All students beginning at age 13 will participate in Life-Planning Outcomes and course of study development during their IEP, as validated by the IEP Specialist on 10 of 10 IEPs.
4. All IEPs for 16 year olds will address Transfer of Rights as validated by the IEP Specialist on 10 of 10 IEPs.
5. All transition items on the IEP will be in compliance, as verified by the IEP specialist on random checks.
6. IEP Specialist will collect samples of correctly written plans.

Narrative report on data:

1. A committee began meeting in the fall of 02. The committee is developing a handbook that will give guidance to teachers in using evaluation, life planning outcomes, and courses of study in a meaningful way in the development of IEPs. During the same time period, the District counseling and curriculum departments were studying career assessment and course of study options for all students. The work of the special education committee was coordinated with these two groups. Incorporating the changes from these studies has caused us to delay completion of our handbook, but has offered the opportunity of coordinating our transition activities with the general curriculum. The guide will be ready for scheduled training in August of 2003.
2. 4 of 5 IEPs are on file, and one is in development. **MET**
3. 10 of 10 IEP's on file. **MET**
4. 25 of 25 IEP's on file **MET**
5. Transition items on the IEP are in compliance. **MET**
6. Correctly written transition plans are on file. **MET**

Principle 4: Procedural Safeguards

1. Transfer of Rights

Desired Outcome:

At least one year prior to the student reaching the age of majority, he or she will be informed of their rights as they reach adulthood.

Data that the district/agency is collecting to show measurable goal:

All IEPs for 16 year olds will address Transfer of Rights, as verified by the IEP specialist on 25 of 25 IEPs

Narrative report on data:

25 of 25 are on file

MET

2. Students Age 13 – 21 Invited to IEP Meetings

Desired Outcome:

All students age 13 or older must be invited to their IEP meeting to address transition issues, in order to assure that life planning outcomes are in place by age 14.

Data that the district/agency is collecting to show measurable goal:

1. Students will be invited to attend IEP meetings starting at the age of 13, as verified by the IEP specialist on 5 of 5 IEPs

Narrative report on data:

5 of 5 are on file.

MET

Principle 5: Individual Education Plan

1. Location of IEP Services (LRE)

Desired Outcome:

Each student's IEP is to include the anticipated frequency, location and duration of the services being provided.

Data that the district/agency is collecting to show measurable goal:

The IEP Specialist will verify implementation on 25 of 25 IEPs.

Narrative report on data:

25 of 25 are on file.

MET

2. District Representative (Chair)

Desired Outcome:

All IEP meetings will have appropriate membership and an appropriate chair.

Data that the district/agency is collecting to show measurable goal:

The IEP Specialist will review IEP paperwork to assure that the chair of the meeting is consistent with the type of IEP and district policy on 25 of 25 IEPs.

Narrative report on data:

25 of 25 are on file.

MET